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AUTHOR Driscoll, Marcy P.
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ABSTRACT

This cognitively-oriented book focuses on learning and instruction. Specific applications and implications of learning theories are discussed and examples are drawn from educational situations and educational problems. Theoretical concepts are illustrated in concrete terms and a wide variety of examples are provided. The text embodies a theme of reflective practice designed to foster critical and reflective thinking when considering any particular approach to learning and instruction. Following an introductory section, the volume is organized into six parts. In the first part, the behaviorist perspective on learning is presented. The cognitive perspective on learning is the subject of part two, which includes chapters on the information processing model of cognition, schema theory, and mental models. Developmental issues related to learning are raised in part three. Part four offers a chapter on learning and biology, in which the sociobiological and physiological bases of learning and memory are explored. Part five focuses on motivation as a mediator of learning and performance. Finally, in part six, learning and instruction are brought together in the contrasting instructional theories of modern day constructivists. The book ends with a chapter entitled "Toward a Personal Theory of Learning." Each section concludes with suggested readings and reflective questions and activities. (LL)

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